ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/19/65	DATE RECEIVED 8/9/65

A. PUBLICATION DATA

1. ACCESSION NO. ED001640	2. ORIGINATOR CONTROL NO(S). N.A.	3. IDENTIFICATION NO. N.A.	DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Research Council of the Great Cities

5. TITLE OF DOCUMENT ABSTRACTED: New Programs in Vocational Education

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Research Council of the Great Cities Program, 228 North LaSalle St., Chicago, Illinois

9. PUBLISHER OR SOURCE: The Research Council of the Great Cities Program for School Improvement, 228 North LaSalle St., Chicago

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1964	45

ORG. ST. CITY, STATE TELE. EXT. INST/LOC CODE

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

vocational education	urban schools	high school dropouts	work-study programs
urban youth	potential dropouts	distributive education	work internship
disadvantaged youth	job training	practical nursing	Great Cities
		vocational guidance	

17. ABSTRACT (MAX. 250 WORDS)

Described are approximately fifty-five vocational education programs developed by the member Great Cities within the past two years. The brief description of each program includes: the youth involved, program features, program goals and/or evaluations and sources for further information.

The following are among the programs reported: job preparation training, cooperative work experience for construction trade students, a diversified shop program, a work internship, a distributive education program, diversified occupations, an office occupations program, practical nursing, vocational guidance, a work-study program for the educable mentally retarded, career guidance for potential dropouts, Higher Horizons for disadvantaged youth, civil service preparation for non-college-bound students, cooperative education in municipal government, Operation Return for high school dropouts, work-evening high school study program, pre-employment technical program in computer technology for high school graduates of technical, electrical or electronics courses, a health careers program, and service station management training.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001640

HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

NEW PROGRAMS IN VOCATIONAL EDUCATION

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Research Council of The
Great Cities Program for School Improvement
228 North LaSalle Street, Chicago, Illinois

NEW PROGRAMS IN VOCATIONAL EDUCATION

On the following pages are statements describing vocational education programs developed by the member Great Cities within the past two years.

The brief one page description of each program includes: (1) the youth in the program, (2) description of the program, (3) goals and/or evaluation of the program, and (4) source of further information.

This compilation of programs updates a survey of the provisions for vocational education as reported in the report submitted to the panel of vocational consultants by the Great Cities in 1962, VOCATIONAL EDUCATION IN THE LARGE CITIES OF AMERICA.

Copyright January 1964
The Research Council of The
Great Cities Program For School Improvement
228 North LaSalle Street, Chicago, Illinois

BALTIMORE PUBLIC SCHOOLS

★YOUTH IN PROGRAM

Youth with Special Needs:

Boys and girls of limited abilities in the 15-21 age group who are unable or unwilling to profit from existing educational opportunities in the comprehensive and vocational high schools.

DESCRIPTION OF PROGRAM

Job Preparation Training:

Occupational skills are taught in ten different service areas wh afford reasonable opportunities for employment upon the completion of training.

Instruction in the communication skills and mathematics is ated closely to the demands of the occupation. Work in the social studies deals with the fo tion of desirable citizenship attitudes and the development of job-finding and job-holding skills.

The program operates on a basic 30 period per week schedule which is arranged to provide approximately 20 periods of shop and 10 periods of classroom work. Students are permitted to explore job preparation areas before selecting an area of specialization.

Students are encouraged to engage in coordinated work experience programs. The school facilitates their participation in this activity by adjusting individual schedules to meet the demands of the job.

GOALS AND/OR EVALUATION OF PROGRAM

Successful job placement

Development of responsible citizenship

The program opened in September, 1963 with an enrollment of 250. The student body has grown to 350 boys and girls who manifest a high degree of interest.

SOURCE OF FURTHER INFORMATION

Baltimore Public Schools
William J. Hucksoll, Director, Vocational Education
Baltimore, Maryland 21218

★YOUTH IN PROGRAM

Construction Trade Students:

Students enrolled in Carpentry, Painting and Decorating, and Trowel Trades courses in Carver Vocational-Technical High School.

DESCRIPTION OF PROGRAM

Cooperative Work Experience:

Students perform needed repairs on sub-standard homes owned by Social Security pensioners and recipients of Public Assistance who cannot afford to have the work done by private contractors. The home owners supply the needed materials; the students in the various trade areas supply the needed skills free of charge under the direction of their instructors.

The Baltimore Urban Renewal Authority identifies the homes needing repairs and determines the need of the owners for these services.

Labor Unions have given their unqualified support to this project.

GOALS AND/OR EVALUATION

To provide practical work experience for students in the construction and related trades.

To give a practical demonstration of the competencies of vocational students.

To perform a needed service for the community.

As a result of this project, several realtors are using some of these students on a coordinated work-study basis. Several other boys have received offers of employment for the Christmas holidays.

SOURCE OF FURTHER INFORMATION

Baltimore Public Schools
William J. Hucksoll, Director, Vocational Education
3 East Twenty-Fifth Street, Baltimore, Maryland 21218

★YOUTH IN PROGRAM

Potential Dropout:

Youth of low average ability in the comprehensive high school who are interested in preparing for the world of work.

DESCRIPTION OF PROGRAM

Vocational Preparation:

This program provides vocational experiences of a less intensive and extensive nature than those available at the vocational-technical high schools.

Tenth grade students do exploratory work in the automotive, electrical, and printing shops. They are permitted to specialize in one of these areas during the eleventh and twelfth grades.

Ten periods of a twenty-five period week are devoted to shop and mechanical drawing.

Instruction in mathematics and science is closely coordinated with shop activities.

GOALS AND/OR EVALUATION OF PROGRAM

To develop vocational competence.

To provide a high school program that will encourage students to remain in school until graduation.

SOURCE OF FURTHER INFORMATION

Baltimore Public Schools
William J. Hucksoll, Director, Vocational Education
3 East Twenty-Fifth Street, Baltimore, Maryland 21218

BOSTON PUBLIC SCHOOLS

★YOUTH IN PROGRAM

Potential Dropout:

Youth attending high school whose achievement and attendance records indicate they may be potential dropouts.

DESCRIPTION OF PROGRAM

This is a diversified shop program with 80% of the time devoted to shop. The other 20% of time is spent on basic English, citizenship and health. Field trips and guest lectures are used extensively. The pilot group of twenty boys started October 1, 1962. Absence and tardiness are almost unknown and the group has developed desirable work habits.

GOALS AND/OR EVALUATION OF PROGRAM

Six of the boys have reached their eighteenth birthday and have been placed in industry by the Coordinator. The six boys placed in industry are working every day and the Coordinator reports that all of the employers are more than satisfied with the boys on the job.

SOURCE OF FURTHER INFORMATION

Boston Public Schools
Mr. Thomas Roche, Director, Department of Vocational Education and Industrial Arts,
15 Beacon Street, Boston, Massachusetts

★YOUTH IN PROGRAM

Boys and girls at least sixteen years of age may participate, but the majority of the students who have been part of the program since its adoption in October, 1951, have been seniors in their final semester of high school.

DESCRIPTION OF THE PROGRAM - COOPERATIVE WORK STUDY

The cooperative work-study program is conducted jointly by the high school and the cooperating company in conjunction with a work-experience program recommended and approved by the Chicago Board of Education. The school, company, student, and parent sign the contract.

The employer provides training and on-the-job supervision and, with the school, assists the student in developing appropriate attitudes and skills. The school assumes responsibility for the coordination of the program, emphasizes subject matter beneficial to the work assigned, aids employer and student in the solution of problems which result from the work-study plan, and arranges a time schedule which permits the student to comply with the approved work period.

Some basic principles of the program

1. The course of training is designed to run for one semester, with a minimum of 15 hours a week required for work-experience (300 hours per semester).
2. The cooperative work-study program is one of education and training and not a part-time work program in the ordinary sense.
3. One credit is granted by the school for the satisfactory completion of a semester of work-experience.
4. The school counselor and the employer acting together have the authority to withdraw the student at any time in case of failure to carry out the purpose of the training plan, and in this event, all parties concerned are promptly notified.
5. The wage paid the student-trainee should not be less than the prevailing rate for part-time workers in the locality.
6. The student-trainee is to be regarded as an employee of the company in matters of social security, labor laws, health protection services and additional considerations given part-time employees.
7. Periodic ratings based on performance and attitude factors are made by the employer and reported to the school counselor who serves as the program coordinator.

★YOUTH IN PROGRAM

Young people who are between 16 and 21 years of age and who are out-of-school and out-of-work.

DESCRIPTION OF PROGRAM – URBAN YOUTH PROGRAM

Double C (Census and Counseling): The purpose of the Double C program is to ascertain who the dropouts are and to extend counseling assistance by "reaching out" letters and follow-up service to them.

A census has been obtained of young people who have dropped out of high schools in the pilot districts since the end of June, 1962, and is now being extended to the entire city. A record is made of the name, address, and telephone number for each dropout as well as the name, address, and telephone number for each dropout as well as the name of the school left and date of leaving. Every two weeks these forms are compiled for a reception center which has been established in one of the high schools in each of the five districts.

After the referral forms are mailed to the reception centers, individual letters are sent to the young people inviting them to come to a reception center named in the letter to talk with a counselor, whose name also appears in the letter.

Those who accept the invitation may be provided with one of the following services:

Referral into the evening school program where the reception center is located or counseling concerning return to full-time day school.

Referral to social agencies for help in solving personal problems, if this appears to be the young person's need.

Referral to a pre-employment counseling workshop preparatory to entering either the Double E or Double T program.

Other referral as indicated.

Double E (Education and Employment): Double E is a co-operative work-study program in which a student spends twelve hours per week in school classes and twenty-four to thirty-two hours per week on the job in a merchandising or clerical occupation. School classes are in the areas of English, social studies, business, and essential mathematics. Content in these areas is job-oriented, but is so designed as to further academic knowledge as well. Special workshops provide opportunity for independent study by those individual students who can be assisted toward receiving a high school diploma through completing required subjects or electives for which class demand is insufficient to provide regular classes. The school pro-

gram operates for a ten-month period, and high school credit is given.

Students employed in merchandising establishments work in such jobs as stock, shipping, clerical, sales, merchandise checking, gift wrapping, and display lettering. Those employed by other types of organizations are working or have worked in such jobs as telephone operator, biller, order filler, general clerical, messenger, display, studio helper on closed circuit television, lens grinder-polisher, winding machine operator, IBM burster operator, addressograph operator, printer, alteration sewer, laundry loader, and lay-up man.

Double T (Training and Transition): Short-term training preparatory to employment in the respective areas is provided for hospital aids, small appliance repairment, garage and service station help. Students may prepare for simple civil service examinations and for qualifying examinations for induction into the armed forces. Training is also offered in the area of cosmetology in sufficient depth to qualify students for the Illinois state examination permitting a successful applicant to be licensed to practice this vocation. Instruction and practice for work in the needle trades industry is also a feature of the Double T program. Positions have been found for many of the young people trained in various skill areas of the Double T program.

GOALS AND/OR EVALUATION OF PROGRAM

Both Double E and Double T programs are expanding as a result of the inauguration of the Double C phase. While the educational and vocational aspects of the program are highly significant, perhaps the outstanding aspect of the Chicago public schools URBAN YOUTH PROGRAM is its illustration that the school is reaching out to these youths and that the school system assumes a continuing responsibility for a young person when he enrolls in either the Double E or Double T program. This continuing responsibility will be discharged by a counselor's periodic follow-up until young people are twenty-one, even though they have completed these programs.

The Chicago public schools URBAN YOUTH PROGRAM for youth 16 to 21 years old and out of school and out of work has as its goal to try to assist as many of this group as possible to become personally and economically competent and socially conscious young adult citizens.

SOURCE OF FURTHER INFORMATION

Urban Youth Program
Division of Work Experience and Post-High School Guidance
64 East Lake Street - Room 1008
Chicago, Illinois 60601

★YOUTH IN PROGRAM

16 years of age or older, who are

1. Potential dropouts
2. Non-achievers
3. Those whose ability is other than academic
4. Those who are forced to support themselves or those who must contribute to family support and who are capable of graduation.

DESCRIPTION OF PROGRAM - WORK INTERNSHIP

This cooperative work-study program for the type of young people described above includes placement in industry, according to ability,

supervision by school guidance staff, and administration in terms of individual need, and utilization of all possible community job opportunities.

GOALS AND/OR EVALUATION OF PROGRAM

The purpose of the program is to assist the students who are not college bound to make an adjustment to work situations and to help the young people described to accept placement within their ability to perform.

SOURCE OF FURTHER INFORMATION

Bureau of Pupil Personnel Services
Blanche B. Paulson, Director,
228 North LaSalle Street, Chicago, Illinois 60601

★YOUTH IN PROGRAM

This program is designed for senior students (in exceptional cases, juniors) who are at least 16 years of age and who plan to enter the fields of merchandising and consumer services. This program has grown from one involving approximately 200 students in eight high schools in 1958 to approximately 1,000 students in 42 of the high schools in the Chicago Public Schools. It is planned that this program will soon be in all of the high schools, both general and vocational, which have pupil personnel qualified through basic business education courses.

DESCRIPTION OF THE PROGRAM - DISTRIBUTIVE EDUCATION PROGRAM

This program is for students who are primarily interested in selling opportunities, in operating a small business of his own, in becoming a store manager or the manager of a department in a

store, or a buyer.

This program is organized and administered in a way that imposes specific requirements upon the merchant trainer and the school not to be found in ordinary programs of employment. The supervised training on the job is correlated with classroom training and salesmanship, retailing, store organization, advertising display, basic arithmetic and English, merchandising information and personality development.

The job must be a learning experience. It should give the student practice in as many phases of business as possible through the rotation and progression of duties in merchandising activities.

The teacher-coordinator in this program must have practical experience in retailing, merchandising and other phase of distribution. Every student must be employed at a training station approved by the teacher-coordinator who visits the student on the job and confers with the merchant-trainer in regard to the student's progress.

A strong program of leadership is fostered through group activities which are focused on ethics, business, and personality development.

Students receive basic credit for both the time spent in class and that spent in work. They attend classes in the morning and work in the afternoon. A minimum of 15 hours per week must be spent on the job.

GOALS OF THE PROGRAM

1. To enable students to see the relationship of what is studied in school to the needs of business.
2. To develop a career interest in merchandising, marketing and those service occupations which are an integral part of distribution.
3. To develop the skills and knowledge necessary for success in the merchandising field.
4. To encourage students to remain in school through earning while learning.

EVALUATION OF THE PROGRAM

1. Students tend to remain in school, dropouts are practically unknown.
2. Businessmen are enthusiastic about the program. The participating students are employed in some 228 independent and chain store locations.
3. Graduates eligible for employment show only 6% of unemployment which is much less than that for graduates in general.
4. Many of the graduates - 17% - continue their education at the post-high school level.

SOURCE OF FURTHER INFORMATION

Chicago Public Schools
Neal Duncan, Assistant Superintendent of Schools - Vocational and Practical Arts Education
228 No. La Salle Street, Chicago, Illinois 60601

★YOUTH IN THE PROGRAM

This program is in the experimental stage and involves five pilot programs in four general high schools, enrolling approximately 125 junior or senior students who are 16 years of age or older who otherwise would have little opportunity for any vocational training.

DESCRIPTION OF THE PROGRAM – DIVERSIFIED OCCUPATIONS

This program provides vocational training in an occupation or trade on a part-time basis. The students alternate on a half-time basis between study in school and training on the job. The student's school time is devoted:

1. To prescribe high school courses and
2. To a study of the related and technical information of the occupation for which he is being trained on the job.

An occupationally qualified coordinator is employed to coordinate the experience on the job with the related instruction and to insure that the student's experience is maintained on an educational level through a rotation of experiences rather than a single skill production basis.

A somewhat similar cooperative education program is designed for under-achievers who are 16 years of age and older, regardless of class in school. This program differs from the Diversified Occupations Program in that pupils are under-achievers, over age for grade placement, and potential dropouts. In this program the occupational training is at a lower level of skill and may be largely repetitive in nature.

GOALS OF THE PROGRAM

1. To encourage the student to remain in school through developing a relationship of what is learned in school to the requirements of the job.
2. To provide an organized plan of training on the job under actual institutional or industrial conditions.
3. To permit the student to start training while in school for an occupation at which he may continue after leaving school.
4. To provide an economic base that will help the student from a financially disadvantaged

home to remain in school.

5. To provide related and technical information for the occupation in which the student is being trained.

EVALUATION OF THE PROGRAM

1. In the pilot programs which have been initiated there have been practically no dropouts.
2. Students are much more interested in school.
3. Money received by students from their work prevents their leaving school to earn money.
4. No expensive equipment is required by the school.

SOURCE OF FURTHER INFORMATION

Chicago Public Schools
Neal Duncan, Assistant Superintendent of Schools Vocational and Practical Arts Education
228 No. La Salle Street, Chicago, Illinois 60601

★YOUTH IN THE PROGRAM

This program is designed for senior students who have a career interest in the clerical, secretarial or bookkeeping fields. This program is now offered in 11 high schools with 1,147 students presently enrolled. A total of 3,440 have been enrolled since the beginning of this program in one high school in 1951.

DESCRIPTION OF THE PROGRAM – OFFICE OCCUPATIONS

The Office Occupations Program is a senior year program dealing with career office occupations in which the teacher-coordinator provides the student with occupational skill training. Office placement is made for the able student in the stenography program where the student learns to take dictation and to transcribe shorthand notes into mailable copy. These students usually start out as typists on a part-time job until they become proficient in employable stenographic skills. In addition, office machine skills learned in the office practice class are put into practice on the part-time job for the less able student. In the office practice class the students learn to file and to operate the adding-listing and posting machines, calculators, duplicators, transcribing machines, and they learn to become more proficient in typewriting. The business office in turn provides a laboratory where the student in either stenography or office practice puts into operation the skills learned in the classroom. Under this arrangement, the teacher supervises the student on the job; and, in addition to skill training, supplements the daily classroom instruction related to the job.

Students in the Office Occupations Program must be at least 16 years of age and seniors in high school. Credit is earned for the course in stenography or the course taken in office practice plus credit for the part-time office job. The student must successfully complete both the classroom and work phase of the program. In addition to the Office Occupations course, two academic subjects, one of which is English, complete the normal school load.

The work in the office is considered to be an extension of the classroom instruction. The student receives credit for both work and field work and receives the going rate of pay for beginning workers. This career program helps to bridge the gap between the school and the business office for the student when ready for employment on a full-time basis.

GOALS OF THE PROGRAM:

1. To develop a career interest in occupations in the clerical, secretarial or bookkeeping fields.
2. To prepare students interested in the above fields for initial job placement.
3. To develop the skills and knowledge necessary for effective performance in these occupational areas.
4. To enable students to see the relationship of what is learned in school to the needs of business.
5. To encourage students to remain in school through earning while learning.
6. To meet the individual needs of students.

EVALUATION OF THE PROGRAM:

1. Employers are enthusiastic since there is a shortage of qualified office workers which this program tends to alleviate.
2. A large number of students continue working in the same job after graduation.
3. There is a decrease in the number leaving school prior to graduation.
4. The program results in a high level of motivation.

SOURCE OF FURTHER INFORMATION

Chicago Public Schools
Neal Duncan, Assistant Superintendent of Schools - Vocational and Practical Arts Education
228 No. La Salle Street, Chicago, Illinois 60601

★YOUTH IN THE PROGRAM

This is a post-high school age program for both men and women designed to prepare them to pass the State Licensure approved in the 1951 Nursing Act of Illinois. The program is open

to all who have the equivalent of a tenth grade education and who can meet the physical, personal and educational qualifications required for success in this line of work. Currently 300 students are enrolled in the regular program and 175 in the Manpower Development and Training Act program. The average age of the students is 25 years. Since its inception in 1948 2,774 students have been graduated from the program.

DESCRIPTION OF THE PROGRAM – PRACTICAL NURSING

The program involves:

1. Nursing Theory and Practice
   Basic understandings and skills needed to nurse patients
2. The Person in Health and Disease
   Learnings concerned with physical and emotional development and needs of people, hygiene, causes of illness, and nursing of patients.
3. Child and Maternal Nursing
   Hospital practice and classes in care of mothers, newborn, and sick children.
4. Nursing Patients with Chronic Illnesses
   Hospital experience and classes in the care of patients in nursing homes, with emphasis upon meeting mental and rehabilitative needs of patients.
5. Nursing patients with medical-surgical conditions
   Hospital experience and classes in care of patients with medical and surgical conditions in general hospitals

GOALS OF THE PROGRAM:

1. To develop the basic understandings, knowledge, and skills needed to give nursing care to patients.
2. To give clinical experience in the care of different kinds of patients.
3. To develop and expand another occupational area for women.
4. To expand employment opportunities for minority groups.

EVALUATION OF THE PROGRAM:

1. State licensure is passed by 97.8% of graduates.
2. A June 1963 survey indicates 82.4% of graduates responding are employed as licensed practical nurses. (Responses were 420 out of 1,700 available addresses - one mailing.)
3. Program is constantly growing and has an excellent reputation with institutions using the services of practical nurses.

SOURCE OF FURTHER INFORMATION

Chicago Public Schools
Neal Duncan, Assistant Superintendent of Schools - Vocational and Practical Arts Education
228 No. La Salle Street, Chicago, Illinois 60601

★YOUTH IN THE PROGRAM

The Manpower Program is designed for:

1. Youth between 19 - 22 who do not qualify under the categories below.
2. Heads of families or households, have had at least three years in gainful employment and unemployed.
3. Those working much less than half time.
4. Those working below skill capacity and
5. Those working less than full time or who will be unemployed because of obsolete skills.

In choosing people for training first priority goes to the unemployed. Top priority will also be extended to persons to be trained for needed skills either locally or state-wide. There is no cost to the trainee. The Federal government pays 100% of the cost of training the unemployed but only 50% for training others.

DESCRIPTION OF THE PROGRAM - MDTA

The Secretary of Labor is required to study manpower requirements to determine where trainees may reasonably expect employment, to select the trainees and to place them after the training has been completed. Training may be conducted in the public schools, by private schools and on the job using the facilities of cooperating institutions. The instruction in training courses is very specific and is directed toward initial placement on the job for which trained. Training programs vary in length from 5 weeks to 52 weeks. Some 24 programs have been undertaken and are in progress or have been completed involving approximately 3,350 people. Programs have involved the following occupational areas: Shirt pressers, waiters, institutional housekeeper, pantry-man, cook, clerk-stenographer, clerk-typist, auto mechanics, auto body repairman, auto parts salesperson, machinist-tool and die, general machinist, multilith operators, and practical nursing.

GOALS OF THE PROGRAM

The goal of the program is to provide initial employment in industry in the area for which trained.

EVALUATION OF THE PROGRAM

1. Approximately 75% of trainees completing the training have been employed.
2. Though there is a large drop-out rate because of varied circumstances, in economic terms alone it would cost far more than the amount spent in these programs to sustain this number of people and their families through public welfare funds.

SOURCE OF FURTHER INFORMATION

Chicago Public Schools
Neal Duncan, Assistant Superintendent of Schools - Vocational and Practical Arts Education
228 No. La Salle Street, Chicago, Illinois 60601

★YOUTH IN THE PROGRAM

The educational program in these Centers is designed for students in the elementary school who are one or more years over age for grade, who are beyond the normal graduation age for the elementary school and who are still in the elementary school. The program started with one center, enrolling approximately 300 pupils, and has expanded to seven Centers, enrolling approximately 1,800 boys and girls. Under ordinary conditions many of these students would never reach high school and many of those reaching high school would soon be dropouts. The majority of the students entering the program are in either the sixth or seventh grade of the sending school.

DESCRIPTION OF THE PROGRAM – VOCATIONAL GUIDANCE AND EDUCATION CENTERS

The centers are housed in separate facilities planned to accommodate a maximum of 300 pupils with a class size not to exceed 20. Overage pupils in each contributing area are given the opportunity to transfer to the center beginning with those who are the oldest and most retarded for grade in school.

The educational program emphasizes the basic tool subjects with especial emphasis on the communication skills in which area the pupils show the greatest need.

The small class size together with good guidance and counseling, special counselors, individual help from teachers, many instructional aids, special help in reading, an atmosphere of interest in learning, motivation in terms of a goal within reach and a new chance all combine to produce substantial gains in achievement on the part of large numbers of pupils.

Those unable to develop their basic vocational skills to a degree necessary for success in high school are helped to develop simple occupational skills which will enable them to become employable on leaving school.

GOALS OF THE PROGRAM

1. To develop sufficient achievement in the basic skills, particularly reading and arithmetic, to enable the student to have a reasonable chance of success in high school.
2. To develop motivation for learning.
3. To develop attitudes and interests that will promote learning.
4. To develop simple occupational skills.
5. To enable those leaving the center at the end of the compulsory attendance age to become employable.

EVALUATION OF THE PROGRAM

In the new and changed atmosphere pupils of previous low achievement have manifested an eagerness and readiness to learn. The median gain in reading for all pupils during the past one-half year was one-half grade. This is a remarkable accomplishment when it is considered that this was made by a group of previously low achievers or non-achievers. More than 10% of the group showed gains exceeding one year. Approximately one half of the pupils enrolled during the past year achieved sufficiently to be transferred to a high school with a reasonable prognosis of success. Pupils remaining in the centers have indicated a desire to learn employable skills rather than to drop out of school when past the legal school leaving age.

SOURCE OF FURTHER INFORMATION

Chicago Public Schools
Neal Duncan, Assistant Superintendent of Schools - Vocational and Practical Arts Education
228 No. La Salle St., Chicago, Illinois 60601

CLEVELAND PUBLIC SCHOOLS

★YOUTH IN PROGRAM

Dropout:

Youth out of school six months or more, unemployed, under 21 years of age, average intelligence, who should be encouraged to complete high school.

DESCRIPTION OF PROGRAM

Work-Study Program:

The youth initiates application for this program. He participates in a six-week Orientation Course at three hours per day. Work attitudes, aptitude testing, practice job interviews, remediation in basic skills are covered. Guest lectures from industry are used extensively. Three such groups each year are started so that conclusion of Orientation Course coincides with beginning of summer, fall, and spring semesters.

Youth enrolls in school classes and begins work experience (four hours per day). The school subjects are assigned by the teacher-coordinator and are scheduled in day school and/or evening school to accommodate the work-experience hours.

The youth reports to a teacher-coordinator one day every week to review school and job progress. The work coordinator supervises the work experience in cooperation with the employer's representative.

GOALS AND/OR EVALUATION OF PROGRAM

Complete high school work or develop vocational competence.

Program began with 50 youth under two teacher-coordinators in May, 1962.

At present time, there are 185 in the program under four teacher-coordinators, working toward high school diplomas.

Nine youth have graduated from high school.

SOURCE OF FURTHER INFORMATION

Cleveland Public Schools
John C. Matia, Assistant Superintendent,
1380 East Sixth Street, Cleveland 14, Ohio

DETROIT PUBLIC SCHOOLS

This is simply a listing of the New Courses begun in the Detroit Public Schools during the past 12 months.

I. Initiated by the Department of Vocational Education
   1. Welding education in junior high school
   2. Co-op education in Board of Education facilities

II. Initiated by schools and/or district administrators
   The Department of Vocational Education co-operated in most cases.

Astronautics at Cass Technical High School
Science, Technology and Engineering at Cass Technical High School
Photo-Offset at Cass Technical High School
Electronics at Northwestern High School
Food Service, Apparel Alteration and Furniture Repair and Wood Model Prototype at Dow Elementary School
Marine (depth program) at Ford High School
Lunchroom program at Wilbur Wright High School
Industrial Inspection Course at Mumford High School
Electronics for college-bound at Cooley High School
Photography in junior high schools
Co-op at Washington Trade School
Co-op at Trombly Trade School
Power Mechanics at Mumford High School
Hydraulics at Wilbur Wright High School
Modification of Power Mechanics and Materials and Processes courses at Ford and Osborn High Schools

SOURCE OF FURTHER INFORMATION:
Mr. Carl H. Turnquist, Divisional Director,
Vocational Education Dept., Detroit Public Schools
5057 Woodward, Detroit 1, Mich.

★YOUTH IN PROGRAM
High School graduates and dropouts ages 16-21; unemployed; lower socio-economic families; residents of Detroit. Anticipated number - 600 for the year.

DESCRIPTION OF PROGRAM - SPECIAL YOUTH EMPLOYMENT PROJECT
Selection: All unemployed youngsters under 22 were encouraged to register at M.E.S.C. offices nearest their homes; and social agencies were also invited to refer young people. Six special counselors did preliminary screening.
Work Study program: Job categories were determined by opportunities for placement plus opportunities for training stations in various City departments. General classification: mechanical, clerical, hospital service, general.

After two weeks of orientation trainees are placed in training stations four hours per day, and attend informal classes three hours per day. A coordinator is assigned to each group of 20 trainees.

Counseling and Guidance: In addition to six special counselors at M.E.S.C. the Project has two counselors and one testing specialist. One objective is to explore development of bias - - free aptitude and other selection instruments.

GOALS AND EVALUATION OF PROGRAM
After a period of training ranging from three to twelve months depending upon job classification, each trainee will be placed on a job. The goal is 100% placement.

Young people under 19 without adequate finances for the program are being helped by private funds, since these present unusually critical problems. An evaluation of the program will be made at the end of the year.

SOURCE OF FURTHER INFORMATION
Special Youth Employment Project
Mr. Gerald Baysinger, Projector Director,
1501 E. Ferry, Detroit 11, Michigan

★YOUTH IN PROGRAM
Educable Mentally Retarded:
Mentally retarded youth fifteen and one half years of age selected from culturally deprived areas of Detroit and from classes in special education where such youth are most prone to drop out at the age of sixteen.

DESCRIPTION OF PROGRAM

Work-Study Program:

The public schools, in combination with the Michigan Division of Vocational Rehabilitation, provide intense health, education, and welfare services to these least employable youth. Clients divide their time between in-school and on-the-job training programs. In addition, counseling, social group work, and health service are provided. Youth are continued in the program until matriculated into the world of work as employable persons.

Intake of youth is regulated by the research design and is stratified by I.Q., race, and sex. The program will remain in continuous operation during its five year demonstration period, 1962-67.

GOALS AND/OR EVALUATION OF PROGRAM

To provide these youth with a skill developing program which will improve their employability and eventual level of vocational success. In addition, time is being provided to match the time that non-dropout youth ordinarily stay in school. Such skills and opportunities are identified with developing:

Self-Management Characteristics
Self-Respect
Self-Supporting Characteristics

The program involves 144 youth in an experimental group with an accompanying observation being made on a 144 youth in a control group. Characteristics of these youth will be observed as it concerns their levels employability and vocational success and to what extent various objectives of the program seems to influence these characteristics.

SOURCE OF FURTHER INFORMATION

Detroit Special Education - Vocational Rehabilitation Project
2918 Rivard Street, Detroit, Michigan 48207
Mr. Paul R. Hunt, Project Director, Mr. William K. Burgess, Service Coordinator

HOUSTON PUBLIC SCHOOLS

★YOUTH IN PROGRAM

Out-of-school youth between the ages of 16 and 21, who cannot type accurately, transcribe shorthand, and pass employer tests.

DESCRIPTION OF PROGRAM

A special youth project under the Manpower Development and Training Act for training stenographers. The course is 24 weeks in length and covers typewriting, shorthand, business, English, commercial arithmetic, and office practice. All students are tested, selected, and referred by the Texas Employment Commission.

GOALS AND/OR EVALUATION OF PROGRAM

To develop vocational competence.

SOURCE OF FURTHER INFORMATION.

Houston Independent School District
Jas. S. Gupton, Administrative Assistant for Vocational and Adult Education
1300 Capitol, Houston, Texas

LOS ANGELES CITY PUBLIC SCHOOLS

★YOUTH IN PROGRAM

Those enrolled in Manpower Development and Training Act projects.

DESCRIPTION OF PROGRAM

The following projects were given during 1962-63 in seven adult schools:

- vending machine serviceman
- fry cook
- nurses' aides
- electronics assembly
- machine occupations
- clerical occupations
- instrument assembler

additional projects authorized for 1963-64 include:

- machine operator - general
- cook
- clerk-typist training
- inertial instrument assemblers
- stenographer
- electronics technician
- licensed vocational nurse
- laundry appliance repairman
- refrigeration appliance repairman

GOALS AND/OR EVALUATION OF PROGRAM

SOURCE OF FURTHER INFORMATION

Los Angeles City School District
Mr. J. Lyman Goldsmith, Coordinator of Programs for Vocational Education,
Vocational and Practical Arts Section
Box 3307, Terminal Annex, Los Angeles, California 90054

★YOUTH IN PROGRAM

High School youth

DESCRIPTION OF PROGRAM

Several experimental programs are being launched in several of our high schools. In Agriculture, programs of training for nurserymen and gardeners are being instigated. In Business Education, courses in Notehand (a personal use shorthand) and Electronic Data Processing are being given experimentally. Several other experimental programs are being readied for pilot use.

GOALS AND/OR EVALUATION OF PROGRAM

SOURCE OF FURTHER INFORMATION

Los Angeles City School District
Mr. J. Lyman Goldsmith, Coordinator of Programs for Vocational Education,
Vocational and Practical Arts Section
Box 3307, Terminal Annex, Los Angeles, California 90054

MILWAUKEE VOCATIONAL AND ADULT SCHOOLS

★YOUTH IN THE PROGRAM

Youth with Special Needs:

Boys and girls usually of limited abilities, age 16 and 17 who have been unable or unwilling to profit from existing educational opportunities in the comprehensive and regular high schools of the community. These youth have asked to transfer to the Continuation School of the Milwaukee Vocational and Adult Schools.

DESCRIPTION OF PROGRAM

Vocational Preparation: After an exploratory diagnostic quarter of work, the students are given a program that is half in the Work Area and half in General Education. The Work Area courses enable a student to gain work experiences and to develop work habits and attitudes which may help him to get initial employment as a helper. Such qualities as dependability, following directions, working hard, and getting along with others - all are marketable "skills" to the employer who is hiring unskilled or semi-skilled help. These qualities can be developed in the work area shops where simple projects are the media for teaching. They can also be developed in the general education classes - English, reading, social studies, physical education and driver education - which constitute half of the program.

GOALS OF THE PROGRAM

To help the student explore his own true capabilities and potential and to reawaken his own sense of personal worth.

To help reawaken a student's readiness to learn and willingness to seek help in learning.

To develop those work habits which will help him get and hold a beginning job.

EVALUATION OF THE PROGRAM

The students served are predominately those who have given up on education and on themselves. The success of the program is measured more by those who return voluntarily to our Adult School and our Adult High School for help after they become 18 and are no longer compelled to attend the school. By this standard the program is successful, but there is probably no end to the continuing search for better, more effective, and quicker ways to change attitudes, restore self-esteem, and re-establish readiness for learning.

SOURCE OF FURTHER INFORMATION

Milwaukee Vocational and Adult Schools
A.D. Mathison, Administrative Counselor -- Instruction
1015 North Sixth Street, Milwaukee, Wisconsin 53203

★YOUTH IN PROGRAM

Potential Dropouts in Grades 7, 8, 9:
Students in the junior high schools who have had difficulty with the traditional curriculum and who are alienated toward the regular school routine.

DESCRIPTION OF PROGRAM

Career Guidance Program:
At present there are 30 schools in the program with organized units of 3 classes. Each group of classes operates as a unit within the school, and has its own teacher counseling services and its own shop teacher.

Each child meets at least once a week with a guidance advisor assigned full-time to each school. A full-time Job Placement Supervisor at Board of Education headquarters finds part-time jobs for some pupils, and full-time employment for those who drop out of school. This supervisor helps train the guidance advisors in each junior high school in the techniques of job canvassing and follow-up activities.

New, experimental courses of study in industrial arts, group guidance, and job placement, and in academic subjects are being used in these classes since September, 1963.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Create positive attitudes toward self and society.
2. Provide corrective work in the 3 R's
3. Occupational information and part-time job placement,
4. A specially-designed curriculum based on needs and interests.

Evaluation:
At present, the program includes 1350 pupils and 142 teachers. Approximately 300 pupils have obtained part-time jobs through the efforts of Career Guidance advisors.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Max Rubinstein, Assistant Superintendent, Junior High School Division,
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Potential School Dropouts, 15+ Years:
In the main, 16-year old sophomores selected on the basis of irregular attendance, poor performance in studies, and lack of adjustment to the school situation.

DESCRIPTION OF PROGRAM

S.T.E.P. - School to Employment Program:
Begun as a pilot work-experience program in 2 high schools in 1955, it has expanded to include 15 high schools, 1 junior high school, and 1 "600" school. It is supported jointly by the N.Y.C. Board of Education and The State Education Department.

It combines daily afternoon work experience (in private industry or in school-work assignment; regular wage or stipend) with a program of school subjects in the morning in classes of 20-25. Acceptance for the program is predicated on a willingness and consent by both parents and students, in spite of their poor records. It is an effective in-school operation of a "second-chance" program, supportive and temporary.

The basic program design keeps the group intact for two periods of the day under S.T.E.P. orientation, but assigns them to two other subject classes in the regular track. In this manner, they are not separated from the mainstream of the school. The students meet daily with a teacher-coordinator in a double class period with a great deal of instructional emphasis on job guidance and related subjects.

Provision is made for individual conferences and visits by the coordinator to places of employment, homes, and social agencies. Feedback from visits to jobs is used in group and individual instruction.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To motivate potential early school leavers to remain in school.
2. To prepare those who leave before graduation for a smooth entrance into full employment.

Evaluation:

1. The percentage distribution of 473 students enrolled during the year was: 25.1% discharged, 43.8% resumed regular program, 29.6% continued on the program, and 1.5% graduated.
2. S.T.E.P. is under evaluation by The State Education Department. Impartial evaluation of the program's in-school instruction and work-experience placements ranks it in the superior category compared to similar programs in other cities.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Dr. Mary E. Meade, Assistant Superintendent, High School Division,
110 Livingston Street, Brooklyn 1, N.Y.

★**YOUTH IN PROGRAM**

Disadvantaged Children:
11,000 students in Grades 10 and 11 in 9-academic and 2 vocational high schools who have graduated from 52-elementary and 13-junior high schools in the Higher Horizons Program.

DESCRIPTION OF PROGRAM

Higher Horizons Program:
The program was extended into the senior high schools last year.

Based on the principle of compensatory services, the schools in this program receive about 25% more professional, special services, including psychological assistance, guidance counselors, cultural enrichment, special testing program, added supplies, increased parental involvement, and other services.

Additional costs are estimated at $60 per student.

Remedial reading, reduced class size, increased counseling and clinical services, and closer coordination of counselors and teachers are features of this program.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Complete high school work and develop vocational competence, and or higher education.
2. Arouse belief in parents, teachers, and children in educability of children.

Evaluation:
Being evaluated with aid of Federal funds. Both normative and experimental control studies, in such areas as reading, arithmetic, intelligence, aspiration, discipline, attendance, work habits, personality and attitude.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Dr. Mary E. Meade, Assistant Superintendent, High School Division,
110 Livingston Street, Brooklyn 1, N.Y.

★**YOUTH IN PROGRAM**

Non-College Bound High School Students:
Students who intend to work directly upon graduation.

DESCRIPTION OF PROGRAM

Civil Service Preparation:
In two high schools particularly, a special Civil Service promotional program has served to motivate students for whom high school will be terminal education. Other high schools offer similar preparation on a more limited basis.

Low-level civil service categories are the practical goals of the program.

Requirements and standards of government examinations and work form the basis for academic work. Past examinations are reviewed, and skills in taking such examinations developed.

GOALS AND/OR EVALUATION OF PROGRAM

Goal:
Preparation for civil service careers upon high school graduation.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Dr. Mary E. Meade, Assistant Superintendent, High School Division,
110 Livingston Street, Brooklyn 1, N.Y.

★**YOUTH IN PROGRAM**

16-Year-Old Potential Dropouts:
Youth in the 11th grade or above with socio-economic needs, especially from minority groups, 660 were employed as of June, 1963.

DESCRIPTION OF PROGRAM

Cooperative Education In Municipal Government (Work Study Program):
Student-trainees are placed in municipal government offices and facilities by the Board of Education. Pupils are paid for working on a part-time basis throughout the year in a variety of clerical, technical, and service functions, such as typists, clerks, stenographers, office appliance operators, nurse aides, diet aides, public health aides, junior draftsmen, key punch operators, laboratory helpers, lunchroom helpers, and assistant gardeners.

Schedules are alternate week and alternate 2-week periods, according to the area of work experience.

Students are supervised on the job by school coordinators, correlation made with school studies, and semi-annual employer ratings become part of the school records. Monthly meetings of the school coordinators are held, as well as periodic meetings with supervisors of civil service departments.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Prevention of dropouts by youth from minority groups primarily because of socio-economic needs.
2. Psychological uplift of self worth.
3. Continued employment and advancement opportunities in municipal employ following graduation.

Evaluation:

1. 37 schools and 29 city departments presently participate in this rapidly growing program, expected to service 1,000 youth by 1964-65.
2. A questionnaire survey of students employed now in progress.
3. A follow-up of graduates formerly employed made.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Dr. Mary E. Meade, Assistant Superintendent, High School Division,
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

16-Year-Old School-Oriented Dropouts: Youths indicating desire to leave full-time school for employment but are capable of completing the high school curriculum. 400 have been enrolled during the year.

DESCRIPTION OF PROGRAM

Work-Evening High School Study Program (Project II):

The program features substitution of evening high school attendance for day continuation school attendance upon recommendation of discharging high school.

Students must register at one of the 7 selected evening high schools for at least 2 courses chosen with the approval of the guidance personnel.

A special counselor checks on attendance and counsels each youngster at least once a month.

Those who fail to attend school regularly are assigned to day continuation school. As of February, 1964, they will be assigned to Project III counselors for follow-up.

Job placement service is provided.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To encourage qualified dropouts to continue their education.
2. To provide opportunities for the attainment of a diploma, job advancement or self-improvement.
3. To return deopouts to the day high school when appropriate.

Evaluation:

The experimental students have proved to be significantly better than the controls in school adjustment and achievement. Their unemployment rate was half that of the controls, and they were rated superior in work performance and attitude by their employers.

SOURCE OF FURTHER INFORMATION

Board of Education - City of New York
Dr. Mary E. Meade, Assistant Superintendent, High School Division
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

16-Year-Old Dropouts:

Youth who are ready to leave school and/or are oriented toward full-time employment.

DESCRIPTION OF PROGRAM

Job Education Program (Project III):

Designed to replace the former continuation school program (one-half day a week schooling), students attend a pre-employment course full time for twenty consecutive school days in eight high schools (currently). Class size is limited to 25. Students are then placed in employment and followed up on the job at least once a month until they reach the age of 17. Those who lose their jobs are returned to school for job placement or for further instruction.

The curriculum deals with practical problems of the workaday world; there is continuity

of instruction, regularity of attendance, improvement in pupil attitudes, and regularity of check-up on perfomance and continued guidance.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To help the students achieve clear, realistic, vocational goals.
2. To prepare students for employment.
3. To assist in the student's job adjustment.
4. To screen students for further guidance and referral.
5. The former continuation school program will be completely phased out by September, 1964. Additional schools will be added to the eight already scheduled to handle the twenty classes planned.

Evaluation:

The experimental students proved to be significantly better than the controls in school adjustment and achievement; their unemployment rate was half that of the controls, and they were rated superior to work perfomance and attitude by their employers.

SOURCE OF FURTHER INFORMATION

Board of Education - City of New York
Dr. Mary E. Meade, Assistant Superintendent, High School Division
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

High School Dropouts:

Young men and women whose school records indicate their ability to complete graduation requirements before they reach the age of 21. 135 students are currently in the program.

DESCRIPTION OF PROGRAM

Operation Return:

Initiated in September of 1962, two high schools were made available for young people who, after being out of high school for some time, desire to return to full-time day school attendance.

In addition to the usual academic curriculum, a variety of commercial and vocational courses is available such as, industrial arts, drafting, art, dressmaking and design, and business and distributive subjects.

For those who are accepted, the guidance counselor works out individualized programs in order to meet student needs.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Complete high school work and graduate.
2. Develop marketable skills if desired.
3. Possibly, further education for which high school graduation is a requirement.

SOURCE OF FURTHER INFORMATION

Board of Education - City of New York
Dr. Mary E. Meade, Assistant Superintendent High School Division
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

All Trade and Technical Course High School Students, Grades 10-12:

DESCRIPTION OF PROGRAM

Uniform Citywide Annual Exams in Trade, Technical, & Related Trade Subjects:

While the E&R (Evaluation and Readjustment) program involving Divisional preparation of uniform, 12th-grade exams began several years ago, the last 3 years have seen their coverage extended annually to include 10th- and 11th-grade subjects, and more 12th-grade comprehensive (3-year), 6-hour, written examinations. This year, for the first time, 42 examinations are being prepared on Saturdays by 92 teachers and department chairmen to avoid the disruption of school programs occasioned by the previously-required practice of releasing school personnel on school days. Furthermore, 19 comprehensive exams are being prepared by schools in trade subjects offered only by their own schools.

Preparation of all exams is coordinated and supervised by Divisional supervisors. The comprehensive exams are then referred to the State Education Department for further review and approval. Such approval also affords credit towards obtaining a State Regents diploma.

In addition to the city-prepared exams, 11 additional State-approved, comprehensive examinations are being prepared on week-ends by 14 N.Y.C. staff members cooperating with teachers from communities outside N.Y.C. under State Education Department auspices.

As a new departure in comprehensive examination format in order to increase objectivity and breadth of content, and also to facilitate marking of papers, the former allocation of 30% short-answer type questions has been increased to 70% for 1964.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Eventually encompass all trade and technical subjects with examinations at all grade levels.
2. Improve quality of examinations as to content and format.
3. Improve the instructional program.
4. Evaluate citywide and individual school improvement.
5. Encourage uniformity and adherence to the approved courses of study.
6. Rise the sights of students by encouraging them to strive for the 6 Regents credits and to qualify for the State Regents diploma.
7. Provide students with training in the taking of examinations.
8. Lend dignity to, and inculcate respect for final examinations.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Students in Parochial, Junior, and Academic High Schools: Youngsters concerned with their educational and vocational goals.

DESCRIPTION OF PROGRAM

Counselor's Guide to Occupations Offered in the N.Y.C. Vocational High Schools:
A looseleaf-binder compilation of school offerings and course descriptions for counselor use in vocational guidance that was issued and distributed in the fall of 1963 by the High School Division.

The curricular offsprings of every one of the City's 29 vocational high schools is tabulated, including an alphabetical, cross-index of the schools and their trade and technical courses.

In addition, each vocational course is concisely described regarding its scope of skills and knowledges, and the identified physical, mental, and emotional demands required of students for success.

The looseleaf construction enables replacement of individual sheets in the event of changes in school offerings, corrections, additions, and or deletions.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Provide counselors with accurate, up-to-date information regarding vocational high school offerings.
2. Provide counselors and principals of other than vocational high schools with a better understanding of vocational high school curriculums and the specific demands of each vocational course vis-a-vis the students' aptitudes, interests and demonstrated abilities.

Evaluation:
The Guide's content and effectiveness are to be reviewed following a year's use, probably via a questionnaire. Comments received to date have been wholly favorable.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

YOUTH IN PROGRAM

9th Grade Students:
Students interested in pursuing 3-year vocational courses in Beauty Culture (Boys and Girls) and Machine Shop Work.

DESCRIPTION OF PROGRAM

Screening (Selection) Program for Admission to Beauty Culture & Machine Shop:
In its continuing efforts to provide skilled trade preparation for those students only who can best profit from such instruction, the High School Division (Vocational) has steadily increased the number of courses that require a screening procedure, to which Beauty Culture and Machine Shop have been added the past year, with the support of their respective Advisory Commissions.

The screening program utilizes comparative student profiles, which are numerical and graphic compilations of the following elements: school record, Standardized test scores, entrance examination scores of aptitude and achievement, and a personal interview. The student's health record and required physician's recommendation are also considered.

Only those schools that meet the minimum standards of adequate equipment and instructional facilities and properly qualified teachers may be approved to conduct a screening program.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Provide instruction for those who can best profit from it.
2. Provide the most effective and efficient utilization of the instructional program.
3. Improve the image of vocational high schools and their graduates in the eyes of employers, parents of potential students, and the lay public.
4. Continue to improve the selection procedures based upon results with graduates and students in the programs.

Evaluation:

Experience with screening in other courses indicates a distinct increase in holding power, attendance, pupil ability and achievement, and improved school tone and teacher morale.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

All Vocational High School Students:

Youth in need of part-time and full-time vocational counseling and placement.

DESCRIPTION OF PROGRAM

Joint Counseling and Placement Program:

Based upon the success of an ongoing employment counseling and job placement program provided by the New York State Employment Service for several years and serving 42 academic high schools, full-time placement counselors were assigned to 5 vocational high schools one year and a half ago. Three more vocational high schools have been included as of September, 1963, with a full-time counselor assigned to each school.

The counselors screen, register, counsel, test, and refer students to jobs. They work primarily with seniors who plan to go to work after graduation, but also work with those youngsters seeking part-time employment and with potential dropouts.

The program is operated jointly by the Board of Education and the New York State Employment Service.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Vocational guidance at the labor source (the vocational high school), effectuating the best possible placements via utilization of the full resources of the State agency.
2. Prevention of potential dropouts.

Evaluation:

Mixed evaluations of the effectiveness of the program by the principals concerned revealed, upon investigation, negative reactions in limited instances to individual counselors. The generally favorable acceptance of the program has led to anticipated expansion to other vocational high schools during 1964.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Dr. Nathan Brown, Assistant Superintendent, Division of Child Welfare
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Vocational High School Students, Grades 10-12:

Students who wish to make up subject failures and thus graduate on time, and for those subject failures who might become dropouts and thus be encouraged to continue and complete high school.

DESCRIPTION OF PROGRAM

Summer Vocational High School Program:

Designed for subject failure make-up outside the normal school day and semester because of the 6-hour instructional day of the vocational student that makes no allowance for a study or free period.

Several opportunities were provided through the years to make up academic subject failures by means of early morning and late afternoon classes, and attendance at evening high schools or summer academic high schools.

An experimental evening vocational high school in 1954 offered not only academic subjects, but also related trade subjects and a limited number of shop subjects. Another experiment in the summers of 1959 and 1960 provided for failure make-up in 2 trade areas in a regular, academic summer high school program.

Finally, in 1961, a separate summer vocational high school program for boys and girls was organized with State Education Department aid.

It wasn't until the summer of 1963 that a full-fledged program was organized utilizing one school fully and overflowing into 3 other schools, accommodating 3,364 students in a wide variety of shop, related trade, and academic subjects.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

Expand the program in 1964 to utilize two schools fully for better geographic distribution and provide additional offerings in trade and related trade areas not heretofore included.

Evaluation:

Attendance was 93.4%; the passing percentage was 89.7%. In contrast, the more than 3,000 other vocational high school students who attended their local summer academic high schools achieved a passing percentage of only 65.8%.

The per capita cost of the summer vocational program was approximately $25 per pupil, as compared to the $1,000 it would cost to retain a student an entire year for shop make-up, as well as freeing a shop work station and classroom seat for another student from the lower schools.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Vocational High School Students, Grades 9-12:

1. Students with retardation in reading or arithmetic skills who need these skills for civic, vocational and communication competence, and to discourage dropping out.
2. Students of promise in need of limited additional assistance to raise them to satisfactory achievement in academic, mathematics and science subjects, and thus graduate high school and/or attain higher education.
3. Students of low socio-economic backgrounds lacking suitable study facilities at home and requiring an atmosphere of desirable peace, quiet, reference materials, and supervised study.

DESCRIPTION OF PROGRAM

After-School Study Centers: A special City appropriation made possible the establishment of remedial, tutorial, and supervised study classes in December, 1963 in 26 of the 29 vocational high schools during late afternoon hours, or in combination with an early morning hour. Most vocational high schools offer classes in both remediation and in tutorial instruction, with 15 as the maximum class size.

Supervised study classes are conducted in the school libraries.

Classes are held every day Tuesday through Fridays, and on Saturday mornings.

Supervision is maintained by licensed subject supervisors (chairmen).

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

Principally directed toward the economically-and culturally-deprived minority groups for the purpose of preventing dropouts and making possible the attainment of higher educational achievement and goals, it is nonetheless not limited to these groups.

Evaluation:

At present there are 5,000 students enrolled in the program.

Very guarded observation at this time due to the brevity of the program's operation points to success well beyond earlier predictions.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

High School Students in Academic & General Courses, Grades 10 and 11:

Students who wish to change their present courses in academic high schools and to pursue vocational curriculums in vocational high schools.

DESCRIPTION OF PROGRAM

Inter-High School Transfers:

Heretofore difficult for students due to varying curriculum requirements and to a restrictive transfer policy necessitated by administrative considerations, regulations have been eased considerably this fall for 1964 implementation.

A pilot program conducted at the Automotive High School last year that permitted a selected group of 10th-grade academic high school students to transfer in February of 1963 to a specially-programmed, all-day shop program and that required attendance at summer

vocational high school for make-up of academic and related trade subjects was so successful that it has been expanded to include more course offerings in several vocational high schools for February, 1964. Students successfully completing this program will be able to graduate on time.

Current 10th-grade academic high school students will also be permitted to apply for transfer in September.

Also, 10th-grade students in both academic and vocational high schools, recently entered from the junior high schools, will once again be able to request transfer during the first few weeks of September, a privilege that had been suspended for several years because of "musical chair" transfer abuses and the resultant, protracted, beginning-of-year, "shake-down" period.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Provide a "second chance" for youngsters who change their vacational and educational goals.
2. Salvage potential dropouts resulting from discouragement.

Evaluation:

The success of the pilot February-entering auto mechanics class points to similarly-successful groups in other trade areas as well.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Students in Junior and Senior High Schools:
Youth who are not college bound and are vocationally oriented.

DESCRIPTION OF PROGRAM

T.V. Vocational Guidance Series:
A taped series of 10 programs on "Careers and Vocations" for television presentation will be broadcast this spring of 1964 on Channel 13, WNDT.

The series of 15 telecast last spring entitled "Careers Unlimited" that dealt with the need for skilled trade and technical workers in local industries also identified the vocational high schools where the training could be offered. The success of this series encouraged the High School Division to prepare the new series.

A panel of vocational high school principals will advise in the selection of the content for the programs, which include such titles as "Wanted: Office Employees", "Wanted: - Skilled Workers", "Wanted: Technicians - For The Industry of Discovery".

The day-time programs are designed for group guidance viewing by students at school.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Provide junior and senior high school students and their viewing parents with vivid portrayals of skilled workers and technicians at work in realistic industrial situations.
2. Provide means other than by the Handbook to obtain information regarding the vocational high schools and their offerings.
3. Provide additional vocational guidance information for the counselors in the lower schools.
4. Make available kinescopes of the programs for future showings at more convenient times to groups of counselors, parents, and students.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

For All Vocational High School Students, Grades 10-12:

DESCRIPTION OF PROGRAM

State-City Cooperative Curriculum Workshops: Annually undertaken since 1955, this past summer (1963) 25 curriculum materials were prepared in committees by 28 New York City teachers and chairmen under State reimbursement. The curriculum materials developed take the form of shopwork course of study outlines, job sheets, teacher guides in the related trade subjects, and condensed course outlines.

The teacher guides provide content direction as well as suggested teaching devices, methodology, and pupil activities in related trade subjects, areas that require familiarity with

laboratory techniques, and the applications of the principles of science, mathematics, plan reading, drawing and art as related to specific trades.

The condensed outlines not only serve as guides to the writers for the expansion of the course content, but provide the chairmen and teachers in the schools with a skeletel overview until the detailed courses of study are finally reproduced and distributed, often a lengthy procedure.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

Courses of study that constantly reflect the latest industrial practices and trends and that suggest the optimum in modern methodology and teaching devices.

Evaluation:

1. The condensed outlines and courses of study provide guidance in attaining the desirable goals of uniformity of content with reasonable flexibility to provide for some variations in facilities, experimentation, etc.

2. While this cooperative venture is of tremendous importance in the dynamic field of vocational education, the protracted period of time between manuscript completion and eventual distribution to the schools, occasioned by the necessary typing, editing, retyping, reviewing, stencilling and/or printing, point to the need for a coordinated curriculum staff devoted full-time to these intermediary activities if the completed curriculum materials are not to be passe upon eventual receipt by the shop teachers.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

11th-Grade AutoMechanics Students:

Control and experimental classes of auto mechanics students taking instruction in related trade subjects in two vocational high schools.

DESCRIPTION OF PROGRAM

Team-Teaching Experiment in Related Trade Subjects Instruction:

Implemented in September, 1963, it is an attempt to study varying techniques in the training of shop teachers to teach related trade subjects, necessitated by the programming requirement that shop classes (mostly 4-period blocks) are to be taught by one shop teacher only. This requires the majority of shop teachers to teach one period of related trade subjects for their fifth teaching period remaining. Many trade teachers have little experience with classroom teaching situations, laboratory experiment techniques, and methods of teaching mathematical principles, drawing and art techniques.

The licensed supervisor of related technical subjects meets with the trade teachers of the experimental classes to discuss the lesson he will present every second or third day. They observe him present the lesson to the assembled classes, and then meet with their own classes the following two days to discuss the model lesson. The chairmen later meets with the teachers to review progress, and visits their classes.

Control groups composed of matched classes of 11th-grade students taught by licensed teachers of related technical subjects have been set up at the same school as well as in another vocational high school. Also, control groups of matched students taught by trade teachers not involved in team teaching, but receiving the usual supervisory guidance of the department chairman, are also being carefully observed.

A team of chairmen of related technical subjects from other vocational schools periodically spend a day to observe the classes to determine progress, and eventually to evaluate the experiment.

GOALS AND-OR EVALUATION OF PROGRAM

Goals:

1. To provide vocational students with the best teaching of related trade subjects.

2. Determine the best approach to in-service training of trade teachers for the teaching of related trade subjects.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Vocational High School Students:

Students of limited mental ability with language problems.

DESCRIPTION OF PROGRAM

"A Speech Approach to Basic Literacy for High School Students with Limited Mental Ability":
A teacher manual and workbook with a structured series of four units in basic language skills that applies speech drill methods to language problems, and utilizes the job sheet approach, traditional for vocational shopwork, but unique in this application to academic subjects.

A limited number of copies were distributed originally for experimental use and implementation in vocational high schools.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:
A different approach to meet the problem of basic literacy.

Evaluation:
Schools with large numbers of spanish-speaking pupils find the approach most effective.

Requests for copies have been acknowledged from all levels of the school system, including two of the municipal colleges for teacher training.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

YOUTH IN PROGRAM

All Vocational High School Students:

DESCRIPTION OF PROGRAM

Trade Teacher Recruitment:
A number of factors began to present a serious staffing situation:

1. Marked attrition of trade teacher ranks due to service retirements, serious illnesses, deaths, resignations revealed by a survey.
2. The low, beginning teacher salary not commensurate with the income of craftsmen in industry with the minimal 9 years of trade experience.
3. The often prolonged and demoralizing "permanent substitute teacher" status prior to eventual appointment as a regularly-licensed teacher.
4. The impending need for teachers in the developing M.D.T. program and competition for the services of successful candidates.
5. The duplice series of examinations that candidates had to take - first to become substitute teachers, then for the regular license - often years apart.
6. Inadequate recruitment policy for these specialized teachers.

A massive recruitment campaign via articles in trade journals and periodicals, daily metropolitan and suburban newspapers, and in the two major weekly civil service papers was launched by the High School Division (Vocational) over a year ago. It involved immediate follow-up of over 800 responses with form letters, personal interviews, and rete. ..ls of likely candidates to the Board of Examiners for emergency examinations and licensing.

A further complicating factor that occurred during the recruitment process was the unexpected contract agreement with the U.F.T. that reduced the trade teachers' teaching assignments to that of all other high school teachers - 5 periods. To meet this contingency as well as some of the other fundamental staffing problems, viz. low beginning salary and the permanent substitute teacher status, the High School Division initiated a resolution and approved by the Board of Education this summer of 1963 that permitted candidates to enter as regularly-licensed trade teachers following only one series of examinations.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:
If the new regular trade teacher licensing regulation is interpreted (as was initially designed) to permit trade teachers to equate industrial experience year-for-year beyond the minimum experience requirement with "prior teaching experience" up to the 9th year, and can then enter teaching at up to the 10th year salary level, then recruitment should no longer be a problem in any trade area.

Evaluation:
With the exception of 2 major trade areas in which industry's wages are still very high, the recruitment campaign successfully met virtually all the staffing needs of the 29 vocational high schools.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

YOUTH IN PROGRAM

Unskilled 12th-Grade Students in Academic High Schools:

Non-college bound seniors in academic and general courses desirous of obtaining job training.

DESCRIPTION OF PROGRAM

Afternoon Job Training Centers:

This projected pilot program is awaiting Board of Education approval. Beginning with the spring, 1964 semester, 7 vocational high schools selected for their proximity to academic high schools, will each offer 4 or more shop courses that will prepare students for specific job opportunities as identified by the New York State Employment Service via short-unit training courses. A licensed supervisor will coordinate each school's program.

Students will proceed daily directly from their academic high schools after regular school hours (with a re-arranged program if necessary) to the nearby vocational high school for the duration of the course.

Courses may vary from several weeks to a few months.

The State Education Department will reimburse the City for a major portion of the costs of the program.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Discourage dropouts in the senior year with the salesable skills made possible by the training program.
2. Reduce the number of unskilled graduates in the labor market.
3. Extend utilization of the facilities of the vocational high school shops and laboratories.

Evaluation:

The pilot program will be evaluated in June of 1964 to determine the feasibility of its continuation and expansion to other schools and job training areas.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division, Vocational
110 Livingston Street, Brooklyn, 1, N.Y.

★YOUTH IN PROGRAM

Service Station Management Students, 12th Grade:

A group of 25 students in a 3-year auto mechanics course who specialize in service station management in their senior year who are in need of experiences in customer relations and merchandising.

DESCRIPTION OF PROGRAM

Pilot Cooperative-Education Program in Service Station Management:

A pilot program is being planned for the spring semester of 1964 by the High School Division (Vocational) in cooperation with the Retail Marketing Division of the Petroleum Education Commission of the Advisory Board for Vocational & Extension Education, and the Grady Vocational-Technical High School.

Following the fall semester of orientation to service station work in the school's "live" service station shop, the senior class will be assigned to selected station in the afternoons in lieu of school shop work for the spring semester. Their regular shop teacher will visit them on the job to assure adherance to an approved training schedule of skill activities, and he will meet with them every morning in the Related Trade Subjects class to discuss their problems on the job and to present additionally-required related trade information.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Provide students with the necessary customer relations, merchandising experiences and techniques.
2. Facilitate employment directly upon graduation.
3. Ensure exposure to and learning of the required curriculum skills, and avoid possible exploitation represented by the performance of repetitive, menial tasks typical of the many work-study programs. (Adherance to the training schedule is designed to achieve these goals.)
4. Determine the value of the regular shop teacher as coordinator compared to the usual multi-trade coordinator.

Evaluation:

To be determined following the spring semester, 1964.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division, Vocational
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Vocational High School Students (Girls), Grades 10-12):

Girls preparing for health occupations.

DESCRIPTION OF PROGRAM

Health Careers Program:

For years, the vocational high schools had been offering health careers courses in two areas - Nurse Aide and Practical Nursing, and later, in Dental Office Assisting. The growth and expansion of large hospitals, laboratories, and other health agencies, coupled with the trend toward division of labor, created the need for the preparation of other health occupations, e.g. dietary aids, ward clerk, physician's assistant, technician's assistant, etc. To meet this situation, a committee of school chairman, hospital personnel, and the Medical and Hospital Advisory Commissions met under the aegis of the High School Division (Vocational) several years ago, and held frequent meetings thereafter.

A Health Careers Program and Curriculum was evolved that established 4 courses with a common 10th-grade shop and related subjects base. Thereafter, students were programmed to one of the following 2-year specialization sequences (each of which includes supervised work-study): Auxiliary Health Assistant (Nurse Aide, Dietary Aide, Ward Clerk, Nursery and Nursery School Aide, Public Health Assistant), Physician's and Technician's Assistant (Office Assistant and Laboratory Assistant), Practical Nurse, and Dental Office Assistant (Dental Offices and Clinics).

The 2 new areas - Auxiliary Health Assistant, and Physician's and Technician's Assistant - were implemented almost two years ago, with uniform citywide, examinations now being prepared for the 11th grade in each course for the first time, based upon recently-completed courses of study and teacher guides.

The 10th-grade basic core has not yet embraced the Dental Office Assistant program, but is planned for future inclusion.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To meet new employment opportunities in the health field.
2. To provide broad-based courses (Auxiliary Health Assistant, and Physician's and Technician's Assistant) for health occupations having common elements, thus providing greater opportunities for employment.
3. To provide greater uniformity in course offerings.
4. To permit exploration in the 10th-grade in health careers, thus affording directed vocational guidance.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Vocational High School Students, Grades 10-12:

Students interested in pursuing skilled trade or technical courses in preparation for entry into newly-identified areas of excellent employment opportunities.

DESCRIPTION OF PROGRAM

New Skilled Trade and Technical Courses in Vocational High Schools:

3-year trade courses in Business Machine Repair, and Equipment (Household Appliance) Repair were instituted this September, 1963 at the Metropolitan Vocational High School to meet the favorable job opportunities in these areas. Plans are underway to organize a course in Plastics that will prepare young men as assistant to the foreman (in servicing and maintenance) and as assistant to the set-up man.

3-year technical courses in Industrial Chemistry at the Thomas Edison Vocational-Technical High School and in Instrumentation Automation at Queens Vocational High School have been in operation for some time now. At the latter school, a new, 3-year technical course in Instrument Technology is being developed and the facilities readied for implementation within a year.

An innovation introduced this September, 1963 in 3 vocational high schools was the installation of new tape-controlled milling machines in 3 machine shops. Instruction in the programming and operation of these N/C (numerically-controlled) machines is currently limited to 12th-grade students, and selected 11th-grade youngsters. N/C equipment is expected to revolutionize the machining industry in the very near future, and skill in the programming and operation of such equipment provide our future entry workers with highly-sought abilities.

A new, 1-year course in Computer Technology limited to high school graduates of technical courses in electricity or electronics was begun in September, 1963 at the George Westinghouse Vocational-Technical High School, as a pilot program. A similar 3-year course in Computer Technology on the secondary level for the preparation of servicemen and programmers is being considered.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To reflect the increasing demand for entry workers in new service trades.
2. To reflect the changing technology and the demands imposed by automation for the preparation of technicians in new areas.

Evaluation:

There have been no graduates as yet from these programs. However, Retention and attendance for these courses have been excellent.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent
High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Unskilled High School Graduates:

Recent graduates of academic and general courses who are not college bound and who are desirous of obtaining vocational training for skilled trade occupations.

DESCRIPTION OF PROGRAM

Pre-Employment Skilled Trade Preparation:

The program is based upon a one-year pilot course in auto mechanics commenced in September, 1961 at the Automotive High School, and now entering its third year.

In order to meet the needs of high school graduates of June, 1963 as soon as possible to avoid discouragement, inactivity and its possible anti-social corollaries, the auto mechanics course was moved up from the usual September starting date to July, (Placement for this group should be considerably facilitated because of April, '64 completion, thus avoiding competition in the labor market with June graduates.)

Another class in auto mechanics was organized in September, 1963 in response to student demand and job availabilities.

A similar class in machine shop work is in operation since September, 1963 at the Manhattan Vocational-Technical High School. Job opportunities and available shop facilities prompted in the introduction of this course.

Applicants to all the courses noted above are carefully screened. They attend 6 hours of instruction daily in shopwork and related trade information, within approximately 1200 hours of instruction.

GOALS AND/OR EVALUATION OF PROGRAM

Goals: Training and placement in skilled trade entry occupations with employment opportunities for high school graduates who are sufficiently interested and who can profit from the program.

Evaluation:

At the present time there are 70 students in the program. Retention and placement records of the initial auto mechanics classes have been beyond expectations (over 92%), and industry is highly pleased with the program and its graduates on the job.

Retention and attendance for the current groups have also been excellent.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

High School Graduates of Technical Electrical or Electronics Courses:

Recent graduates of academic or vocational high schools who pursued technical electrical or electronics courses and desire specialized technical training.

DESCRIPTION OF PROGRAM

Pre-Employment Technical Program in Computer Technology:

The course is a one-year pilot program for carefully screened applicants.

Students attend 6 hours daily in shop and laboratory work and in related information at the George Westinghouse Vocational-Technical High School, and receive approximately 1200 hours of instruction.

The program encompasses instruction in modern data processing equipment of all types that are constantly replaced during the program to offer the needed variety.

Selection of the course for training was determined by job opportunities in the local employment market as well as availability of shop and laboratory facilities.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

To prepare youth for entry occupations in programming, servicing and maintenance, and oper-

ation of data processing equipment.

Evaluation:

Retention, attendance, and progress has been excellent for the current group of 24 students. Continuation of the program for the 1964-65 school year is indicated.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Out-of-School Unemployed Youth:

Graduate or non-graduate unemployed youth who are in need of marketable skills.

DESCRIPTION OF PROGRAM

MDTA YOUTH PROGRAMS:

The MDT program, initiated by the Federal government and involving the New York State Employment Service, the State Education Department, and the New York City Board of Education is proceeding apace, with new courses constantly being developed and initiated for out-of-school youth and adults.

Employment Service had requested no program for youth specifically in the first year (1962-1963). Some youth however, were admitted to training programs organized for adults.

In the current year, 1963-64, the Employment Service has requested 11 programs for youth, such as Practical Nurse (50), Meat Cutter (125), Auto Service Station Attendant (125), Electronics Mechanic (90), Painter's Helper (100), Shoe Repair (40). and the Judge Mary Kohler Project (3,000), the latter concerned with guidance and training for low-level entry jobs in machining, automotive, retail food, and health services primarily.

Some projects already have been organized and others are in various stages of development, such as preparation of courses of study, obtaining facilities, purchase and installation of equipment, etc.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. A total enrollment of 3,500 trainees to meet the problems of unemployed and unskilled out-of-school-youth this fiscal year.
2. A school building devoted exclusively to training programs for the training and retraining of out-of-school youth and adults, structurally adaptable for the widest variety of vocational offerings.

Evaluation:

Because of the complicated regulations and multiplicity of agencies involved, not more than 400 trainees will complete the programs before the fiscal period ends on June 30, 1964. Also, following this date, the Federal reimbursement drops from 100% to 50%.

However, those completing the training programs have had little difficulty in obtaining and retaining their jobs.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Present and Future Students in Aviation Mechanics Courses:

Currently offered in 2 New York City vocational High Schools.

DESCRIPTION OF PROGRAM

Survey of the Aerospace Industry:

Under the auspices of the High School Division, 3 trade teachers conducted a survey of the metropolitan area this summer (1963) with the financial support of the State Education Department, and with the cooperation of the Aeronautics Commission of the Advisory Board for vocational and Extension Education and the Bureau of Educational Research and Statistics.

Some follow-up interviews are being pursued this winter, which will be followed by collation and analysis of the data by the High School Division and the Bureau of Educational Research and Statistics.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To determine entry job opportunities in the changing local aerospace industry.
2. To determine the impact on the aviation mechanics curriculums currently offered in 2 of the vocational high schools and to make revisions necessary, if indicated.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Present & Future Students in Technical Courses:

DESCRIPTION OF PROGRAM

Survey of Technical Occupations & Technological Changes:

A cooperative venture of the State Labor and Education Departments and the New York City Board of Education to survey the N.Y.C. metropolitan area in order to provide descriptions and specifications for the various technical occupations in local industries.

Five N.Y.C. chairmen of technical subjects were members of survey teams that conducted interviews during the summer of 1962, and compiled the summary data this past summer of 1963.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. Provide data on employment opportunities in technical occupations.
2. Provide guidelines for the revision of the content of current technical courses.
3. Provide guidelines for the organization of future technical courses.

Evaluation:

The report is expected to be available in the spring of 1964.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

Graduates & Non-Graduates of 2 Selected Vocational High Schools:

The September, 1959 entering classes in one unit-trade school (459) and one multi-trade, co-educational school (717), and the dropouts from these same schools who entered as sophomores in September 1962, and were discharged by January of 1963 (77) in the multi-trade school and 19 in the unit-trade school).

DESCRIPTION OF PROGRAM

Dropout Study:

A limited survey and follow-up of 2 complete entering sophomore classes of one screened, unit-trade school, and of a non-screened, multi-trade, coeducational school; another survey restricted to the dropouts of these schools within one semester in other entering sophomore classes of the same year for each school.

The Bureau of Educational Research cooperated with the High School Division in the preparation of Student and Employer Questionnaire forms and comprehensive Student Data Forms (Longitudinal Survey) to include all the information from the questionnaires as well as complete scholastic, health, home, social, and military data.

A person was assigned at each school to mail out and receive the forms, enter the questionnaire and scholastic record data, and to follow up by additional mailings and phone calls. This past summer and fall, the Bureau of Attendance has cooperated by personal visits to non-respondents. The follow-ups remaining are to be completed by mid-February of 1964, the data sheets by the end of April, collation and analysis of the total survey in June.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

1. To make a numerically-limited but in-depth survey of vocational high school leavers, graduates as well as non-graduates, particularly the latter, including a special study of early school dropouts.
2. To determine the employment status, earnings, and current whereabouts of graduates and non-graduates alike a year or more following school leaving.
3. To determine the extent to which the limited and incomplete vocational skills and knowledges assist in obtaining and retaining jobs in the area of trade preparation.
4. To obtain the opinions of employers and the armed forces regarding graduate and non-graduate as to vocational competence and attitudes.
5. To make an ethnic survey at the same time to determine the incidence of early school leaving, employment factors, socio-economic data, etc.

Evaluation:

The study is scheduled for completion this June, 1964.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

★YOUTH IN PROGRAM

All June, 1963 Graduates of Vocational High Schools:

DESCRIPTION OF PROGRAM

Survey of Earnings of Vocational High School Graduates:

Guidance chairmen in all 29 vocational high schools were asked to add to their annual graduate placement report this fall statistics on the annual (estimated) earnings of graduates in industry.

Data is obtained from school records of school placements prior to and following graduation in June, 1963, as well as by follow-up return postcards and telephone calls, 5,786 students are involved in the study.

A subsidiary study will be made of the estimated earnings of ethnic groups.

GOALS AND/OR EVALUATION OF PROGRAM

Goals:

To provide data on the contributions to society and to the individual of the collective annual earnings of trained vocational students, compared to the budgetary allotment for such training, which is estimated at approximately $1,000 annually per student.

Evaluation:

Data should be available in February of 1964.

SOURCE OF FURTHER INFORMATION

Board of Education, City of New York
Philip Becker, Assistant Superintendent, High School Division (Vocational)
110 Livingston Street, Brooklyn 1, N.Y.

PHILADELPHIA PUBLIC SCHOOLS

★YOUTH IN PROGRAM

500 MDTA Project youth, ages 16 to 22 to be trained for immediate employment and 500 heads of households (22 years and over) who will be recruited by the State Employment Service.

DESCRIPTION OF PROGRAM

Up to 12 weeks will be spent in "pre-vocational" training: the three R's and shop instruction in one to four different shops during this period. Either upon completion of these four try-out periods or before they will be assigned to vocational M.D.T. classes for a maximum of 40 weeks. The shops include Clerical Practice, Beauty Culture, Restaurant Practice, and Hospital Services, all of which are primarily for females. For the males we provide Auto, Sheet Metal, Machine Shop, and Electrical. Where males are found to be interested in the areas recommended for the females they will be transferred for try-outs in those areas. We have found that through this practice we are able better to counsel and guide the applicants for vocational education by way of the pre-vocational program and our attendance record has improved greatly in the vocational areas, -also, the dropout rate has reduced tremendously. There is attached information on this project as approved by the State and Federal Departments of Education.

GOALS AND/OR EVALUATION OF PROGRAM

We plan to extend our vocational and technical programs in this city tremendously when Congress approves allocation of funds to support the authorization act for vocational education which today was signed by the President of the United States.

SOURCE OF FURTHER INFORMATION

Philadelphia Public Schools
Dr. Allen H. Wetter, Superintendent
Parkway at 21st St., Philadelphia, Pennsylvania 19103

★YOUTH IN PROGRAM

Any pupil enrolled in senior high school who in the judgement of the school administrator, a teacher or counselor evidences such maladjustment as experience has indicated that would lead to his becoming a drop-out, is eligible for admission to Occupational Practice Shop, with the approval of the parent.

DESCRIPTION OF PROGRAM

A pupil is assigned to one Occupational Practice Shop where he spends three consecutive forty-five minute periods which is one-half of the normal school day. The remainder of the day is divided among English, Social Studies, Mathematics and Physical and Health Education upon a level of instruction at which the pupil may succeed. He will also participate in other extra curricula school activities.

GOALS AND/OR EVALUATION OF PROGRAM

The following results have been noted;

1. Have developed profitable instructions for slow-learner.
2. Have encouraged more young people to remain in school and improve attendance.
3. Placement of these pupils has been very satisfactory and they remain on their first job longer than is generally expected of high school graduates who receive their first job.
4. They also are prepared for better family living.
5. They also do much to provide improved personal growth, personal appearance, personality, pride in achievement, attitudes toward work, service to mankind and responsibility of the pupil.
6. The success of any Occupational Practice Shop program depends primarily upon the teacher and his or her interest in his pupil and his assignment. Because of the interest of the teachers, they have taken it upon themselves to obtain employment and concern themselves with the follow-up of the work of these pupils.

SOURCE OF FURTHER INFORMATION

Philadelphia Public Schools
Dr. Allen H. Wetter, Superintendent
Parkway at 21st Street
Philadelphia, Pennsylvania 19103

PITTSBURGH PUBLIC SCHOOLS

★YOUTH IN PROGRAM

The teacher is intended for approximately 565 unemployed youth between the ages of 19 and 22 who have left school. They are referred to the program by the local offices of the Pennsylvania State Employment Service after testing and selection procedures. Many agencies in local neighborhoods of the city make the initial referral to the employment service.

DESCRIPTION OF THE PROGRAM

This program is being conducted under the Manpower Development and Training Act. It parallels a similar program for 640 adults. These have been approved for an eighteen month period.

The sessions are for six hours a day for 30 hours a week. Eighteen separate occupations are identified for the adults with sixteen of them also identified for the youth. The occupational skill phase of the program will be of a duration suitable to the occupation. For example, nurses aids runs for six weeks while the course for welders has been set for 25 weeks.

This occupational skill phase is precided by a diagnostic testing and remedial phase whose nominal length is twelve weeks. This time may be reduced in those situations where the student is ready earlier for the occupational training.

GOALS

The goals of the program are:

1. Train for employable skills.
2. Discover and remedy existing weaknesses in basic knowledges which may be contributing to unemployment.
3. Give those people who appear to be unemployable an opportunity for employment.

SOURCE FOR FURTHER INFORMATION

Section on Vocational and Industrial Arts Education
Pittsburgh Public Schools, 341 S. Bellefield Avenue, 15213

★YOUTH IN PROGRAM

Forty boys 16 to 18 years of age, were assigned to two new classes at Fifth Avenue High School, a school centrally located in Pittsburgh. Most were dropouts, out of school from three months to one year; a few were transferees from other schools on recommendation of their counselors. The latter were considered as potential dropouts. Mental ability levels are average and below average; most boys have serious handicaps in reading and basic arithmetic.

DESCRIPTION OF PROGRAM

Three hours of each day are spent in basic academic work with emphasis on the language arts and arithmetic. An equal amount of time is spend in a variety of shop activities, including pipe fitting, title laying, simple electric wiring, wood working, and brick laying. This program is an outgrowth of the summer dropout project financed through the President's emergency fund.

GOALS

To retain boys in school until there are definite educational gains. Six months in school is considered the minimum and in some cases reinstatement in regular programs will be possible. Graduation is not considered the primary goal. Preparation for suitable employment is more important. The Placement Supervisor in the Pittsburgh Schools keeps in close touch with this program and knows all members of the group on an individual basis.

SOURCE OF FURTHER INFORMATION

Division of Pupil Services, Pittsburgh Public Schools
Bellefield Avenue and Forbes Street, Pittsburgh, Pa. 15213

ST. LOUIS PUBLIC SCHOOLS

★YOUTH IN PROGRAM:

Unemployed, unskilled, 19 through 21 years of age, mental and dexterity scores of 85 or better on GATB Test, who desire training in industrial vocational skills.

DESCRIPTION OF PROGRAM - MDTA YOUTH PROGRAM

Program continues through 52 weeks, 12 weeks of pre-vocational training in basic shop skills in woodworking, machine shop skills, metal working and electricity, 40 weeks of vocational training in one of the following areas: Electricity, welding, machine shop operations, automotive repair, auto body repair and painting, cabinet making and chef training. Training periods are 6 hours per day, five days per week. Well planned counseling service and tutorial instruction in mathematics and verbal skills are included in the program. Trainees are encouraged to prepare for qualifying tests for high school equivalency certificate.

GOAL AND/OR EVALUATION OF PROGRAM

Train unskilled, industrially unadjusted youth in vocational skills and acceptable attitudes for employment in industry. Program intake, 100 trainees every 13 weeks.

At present time 232 of first 300 trainees are in the program. Indications are that 33 percent will drop out before completion of program. Native ability of trainees for both mental and manual requirements are present; however, socio-economic background frequently interfers with training progress.

36 trainees have full time employment, 20 are working in training related fields. Service type jobs have been secured for the other 16 trainees who were unable to meet the training standards of this program.

SOURCE OF FURTHER INFORMATION:

O'Fallon Technical High School
Raymond J. Sacks, Director
5101 Northrup Avenue, St. Louis, Missouri 63110

WASHINGTON D.C. PUBLIC SCHOOLS

★YOUTH IN PROGRAM

Junior high school students who do not plan to remain in school.

DESCRIPTION OF PROGRAM

The United States Employment Service conducts this cooperative program which is designed to screen, test, counsel and place junior high school students who do not plan to remain in school.

GOALS AND/OR EVALUATION OF PROGRAM

This concept has eased the transition from school to work, reduced youth unemployment and delinquency, and resulted in the return of some drop-outs to school.

SOURCE OF FURTHER INFORMATION

Public Schools of the District of Columbia
Mr. Harold A. Clark, Assistant Superintendent,
Franklin Administration Building, Thirteenth and K Streets, NW, Washington, D.C. 20005